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ABSTRACT

This study was conducted to identify what elementary school staff and district parents believed to be important elementary guidance services. A needs assessment questionnaire was given to all 112 staff members (principals, teaching staff, teacher aides, secretaries, and school nurse) in the district's 2 elementary schools. Fifty-eight completed questionnaires were returned. An estimated 550 parents of elementary students from both schools also received the questionnaires. Of these, 170 were returned and 168 were used in compiling the results. The results indicated strong support for 19 of the 21 listed guidance services. Respondents identified individual counseling, crisis management, self-esteem work, and problem-centered groups as high priority services. Staff and parents were in agreement regarding the importance of many guidance services (individual counseling, expertise in working with students with special needs, classes for getting along with others and developing interpersonal skills, counseling groups focusing on feelings, and parent consultation). Career awareness and assistance with career education were identified as low priority services. The issue of career awareness and education as an elementary guidance responsibility needs to be explored further. The implications for program development and the value of needs assessment as a critical component in program planning are discussed. (NB)

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Needs Assessment: A Critical Tool for Guidance Planning

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Running Head: NEEDS ASSESSMENT

Abstract

This article reports on an elementary school guidance staff's experience with a needs assessment process. Staff and parents in the district's two elementary schools were surveyed and results indicated strong support for 19 out of 21 listed guidance services. Respondents identified individual counseling, crisis management, self-esteem work and problem-centered groups as high priority services. Career awareness and assistance with career education were identified as low priority services. Discussion focuses on the results, their implications for program development and the value of needs assessment as a critical component in program planning.

Six years ago, the State of Maine enacted the Education Reform Act (1984). Chapter 125, Regulations Governing Basic School Approval (1989) required every school administrative district to have an approved K-12 Comprehensive Guidance Program prior to the 1991-92 school year. Maine's position on school guidance programming reflects the American School Counselor Association's (1984) belief that school guidance programs be developmental, systematic, sequential, and comprehensive in nature.

The present focus on comprehensive developmental guidance programs is part of an evolutionary process that has taken into account the past and what will be demanded of school guidance in the future (Myrick, 1987). However, inherent in this present focus is an increased need for program planning, management and accountability (Baker & Shaw, 1987; Baruth & Robinson, 1987; Russo & Kassera, 1989). School counselors must now ask themselves (a) What am I doing? (b) Why am I doing it? (c) What do I need to be doing to help meet the needs of the school community? and (d) Is what I am doing working? Gone are the days when one could say the outcomes of guidance are intangible (Baker & Shaw, 1987).

As school counselors become increasingly responsible for program management, Henderson (1989) believes that counselors need to realize the importance of thorough planning as a key to successful program implementation. Needs assessment is often viewed as the first step in this program planning process (Baruth

& Robinson, 1987; Cook, 1989; Keene & Stuart, 1989). Bell (1972) writes that "before establishing our goals and our objectives, and before setting into action leadership and program plans, we must assess our needs" (p. 32). Cook (1989) supports Bell's statement when he suggests that programs will eventually fail or succeed depending on how well they address the needs of the population at risk.

Through a needs assessment process, school counselors can begin to identify and document the discrepancy between what is and what needs to be. The information derived from the needs assessment can then be used to highlight student, staff, and parent needs (Myrick, 1987) and to establish guidance priorities. Once needs have been identified, goals and objectives can be developed, implemented and later evaluated. Information gathered through the needs assessment process can also provide a consensual basis for setting priorities and making program decisions (Russo & Kassera, 1989).

The main purpose of this study was to identify what elementary school staff and district parents believed to be important elementary guidance services. The information gathered could then be used by the elementary guidance counselor and the district's Guidance Advisory Committee to set priorities and to make decisions regarding K-4 comprehensive, developmental guidance programming.

Method

Participants

The needs assessment questionnaire was given to all staff members in the district's two elementary schools. The staff population included principals, all teaching personnel including specialists, teacher aides and assistants, secretaries, and the school nurse. A total of 112 staff members, 47 from Memorial School and 65 from Russell School received the questionnaire. The return rate was 48% from Memorial School (23 staff members) and 54% from Russell School (35 staff members) for a combined return rate of 52% (58 staff members).

Parents of elementary students from both schools also received the needs assessment questionnaire. No precise information regarding the exact number of individual families was available from either the superintendent's or principals' offices. An estimate of 550 families was used to calculate the return rate, 300 families from Russell School and 250 from Memorial School. The return rate was 44% (132 parents) from Russell School, 19% (38 parents) from Memorial School for a combined return rate of 31% (170 parents). The low parent response rate from Memorial School may have been due to an office problem in distributing the questionnaires promptly. Of the 170 returned parent questionnaires, 168 were used in compiling the results.

Measure

The needs assessment questionnaire for S.A.D. #15's

elementary schools was developed by the district's elementary counselor and the counseling intern after studying various other needs assessment instruments. The final draft was reviewed by both elementary principals and a parent. Changes to improve clarity and comprehension were made based on their comments.

The distributed questionnaire consisted of three major sections (see Appendix). In Part I-A, staff and parents were asked to rate 21 elementary guidance services as very important, important, or not important. In Part I-B, staff and parents were asked to prioritize 11 elementary guidance services on a scale of 1 to 11 with 1 being the highest and 11 the lowest priority. These 11 elementary guidance services were identified as major elementary guidance functions by the elementary school counselor and counseling intern after reviewing both the district's present elementary guidance program and Maine's Comprehensive Guidance Plan Model (1987). In Part II, the staff was asked to indicate which inservice programs listed would be helpful to them. Parents were asked to indicate which discussion topics or programs would be important and helpful to community parents.

Procedure

The elementary counselor discussed the purpose of this questionnaire at staff meetings and encouraged staff to utilize this opportunity for input. The needs assessment questionnaire along with a cover letter was then placed in each staff member's mailbox. Completed questionnaires were returned to the

counselor's mailbox in both schools.

Teachers asked students (n = 1,089) in both schools to bring home the cover letter and questionnaire to their parents. Completed questionnaires were returned to the classroom teacher, who then returned them to the counselor. It took approximately two weeks to complete the task of data collection. Because this needs assessment process took place at the end of the school year, there was no follow-up with non-respondents.

Analysis

The data collected from each part of the needs assessment questionnaire was analyzed separately.

Part I-A responses were tabulated by group (Russell staff, Memorial staff, Russell parents, Memorial parents) for all 21 listed guidance services. The percentage of responses in each category of importance for each listed guidance service was then calculated - first for each of the four individual groups and then for the total staff group and the total parent group.

A general level of importance was also calculated by combining the responses in the "very important" and "important" categories. The various levels of importance were then analyzed in the following way: 0% - 33% support indicated a low level of importance; 34% - 66% support indicated an average level of importance; and a 67% - 100% support indicated a high level of importance (Miller, 1989).

Part I-B responses were again tabulated for each of the four

groups and a mean score was calculated for each item. Utilizing the mean score, the 11 items were placed in priority order by groups. The data from both staff groups was combined. Mean scores were again calculated and used to prioritize services into a staff profile. The same procedure was used with the data from both parent groups.

In Part II, the staff was asked to identify inservice programming that would be helpful to them. Responses were tabulated and percentages calculated by group (Russell staff, Memorial staff) for each item listed. Data from both staff groups also were combined and percentages were again calculated for each item.

Parents were asked to identify discussion topics or programs that would be helpful. The responses were tabulated and percentages calculated by group (Russell parents, Memorial parents) for each item listed. Data from both parent groups also were combined and percentages were calculated for each item.

Results

Staff

In Part I-A, the following services were rated as "very important" by over 60% of both staffs: expertise working with students with special needs, individual counseling, group counseling, and classes for helping students get along with each other (see Table 1). Career awareness activities and assistance with career education received the least amount of support from

Table 1

Staff Response to School Guidance Services

Service	N[a]	Very Important (%)			Important (%)			Not Important (%)		
		Russell	Memorial	Combined	Russell	Memorial	Combined	Russell	Memorial	Combined
1. Counseling groups re: feelings		60	57	58	29	39	33	11	4	9
2. Class to understand adolescence		35	48	40	41	43	42	24	9	18
3. Interpersonal communication classes		43	39	40	51	48	52	6	13	9
4. Classes re: getting along with others		74	61	69	23	35	28	3	4	3
5. Career awareness activities		9	13	10	63	30	50	28	57	40
6. Parent consultation		41	45	43	56	46	52	3	9	5
7. Public relations re: guidance services		44	35	40	50	48	49	6	17	11
8. Assistance w/testing and interpretation		17	26	21	63	61	62	20	13	17
9. Assistance w/career education		6	13	9	48	48	48	46	39	43
10. Expertise w/students w/special needs		83	87	84	14	13	14	3	0	2
11. Staff consultation		37	32	35	63	68	65	0	0	0
12. Parent education classes		43	39	41	51	48	50	6	13	9
13. Staff assistance w/resources		29	26	27	71	70	71	0	4	2
14. Parent assistance w/resources		34	31	33	63	65	64	3	4	3
15. Improved guidance referral system		33	48	39	61	43	54	6	9	7
16. Outside referrals		15	26	20	69	57	64	16	17	16
17. Kindergarten screening		26	18	23	50	55	52	24	27	25
18. Child assessment services		28	26	27	63	70	66	9	4	7
19. Individual counseling		83	80	82	17	20	18	0	0	0
20. Group counseling		71	70	71	29	30	29	0	0	0
21. Staff support group		33	23	29	56	54	55	11	23	16

Note: Responses are reported in percentages rounded off to the nearest one.

[a]N Russell School Staff, N = 35 Memorial School Staff, N = 23 Combined Staff, N = 58

both staffs, being rated as "not important" by over 39% of the combined Russell and Memorial staff. The remaining fifteen services received strong support from both staffs.

When combining the responses from the "very important" and "important" categories, three of the 21 services listed received 100% staff support: individual counseling, group counseling, and staff consultation (see Table 2). Ten services received over 90% support, while four received over 83% support from staff. Kindergarten screening received 75% support while career awareness and assistance with career education received the lowest level of staff support with 60% and 57% respectively.

Both staffs were in close agreement regarding guidance priorities (see Table 3). Both identified individual counseling, crisis management, self esteem work and problem-centered groups as their top four priorities. Public awareness of guidance activities and career awareness were identified as the two lowest priorities.

When asked to identify important topics for inservice programming, Memorial staff wanted more training in child abuse and neglect issues and teacher personality type and teaming than their Russell counterparts (see Table 4). However, 27% more Russell staff wanted inservice training in communication skills than their Memorial peers.

Table 2

Staff and Parent Support of School Guidance Services

Service	Level of Support (%)	
	Total Staff (N = 58)	Total Parents (N = 168)
1. Counseling groups re: feelings	91	96
2. Class to understand adolescence	83	93
3. Interpersonal communication classes	92	94
4. Classes re: getting along w/others	97	96
5. Career awareness activities	60	76
6. Parent consultation	95	91
7. Public relations re: guidance services	90	94
8. Assistance w/testing and interpretation	83	86
9. Assistance w/career education	60	76
10. Expertise w/students w/special needs	98	98
11. Staff consultation	100	86
12. Parent education classes	91	82
13. Staff assistance w/resources	98	90
14. Parent assistance w/resources	97	91
15. Improved guidance referral system	93	88
16. Outside referrals	84	81
17. Kindergarten screening	75	87
18. Child assessment services	93	88
19. Individual counseling	100	96
20. Group counseling	100	85
21. Staff support groups	85	86

Note: The level of support reflects the combined percentage of Very Important and Important responses.

Table 3

Comparison of Staff and Parent Guidance Priorities

Staff Priorities (N = 56)	Parent Priorities (N = 168)
1. Individual counseling	1. Self-esteem work
2. Crisis management	2. Individual counseling
3. Self-esteem work	3. Problem-centered groups
4. Problem-centered groups	4. Crisis management
5. Parent education and consultation	5. Classroom guidance activities
6. Classroom guidance activities	6. Parent education and consultation
7. Staff consultation	7. Staff support groups
8. Staff support groups	8. Staff consultation
9. Inservice programming	9. Public awareness of guidance activities
10. Public awareness of guidance activities	10. Career awareness
11. Career awareness	11. Inservice programming

Table 4

Staff Support for Inservice Training

Inservice	Russell Staff (N = 35)	Memorial Staff (N = 21)
Teacher personality type and teaming	37%	52%
Learning styles	51%	57%
Child abuse and neglect	20%	52%
Classroom meetings	34%	24%
Behavior modification	49%	48%
Communication skills	60%	43%
Career education	3%	5%
Testing interpretation	29%	29%
Affective education	29%	38%

Parents

Parents rated the majority of guidance services listed in Part I-A as "important" (see Table 5). Expertise working with students with special needs was the only guidance service to be rated as "very important" by over 50% of both parent groups. Career awareness activities and assistance with career education received the least amount of support, being rated as "not important" by 24% of the combined Russell and Memorial parent group.

When calculating the general level of support among parents for the listed guidance services, the data show that ten services received over 90% parent support, nine received between 81%-90% support and two received over 75%-80% support (see Table 2).

There appeared to be no practical differences between Russell School and Memorial School parents re: guidance priorities (see Table 3). Parents rated direct work with students as high priorities - self-esteem work, individual counseling, problem-centered groups and crisis management while more non-direct services to children were ranked in the middle range. Parents identified inservice programming and career awareness as their lowest priorities.

In Part II of the questionnaire, over 50% of Russell School parents expressed a strong interest in the following topics: kids and stress and stages of development (see Table 6). Over 60% of Memorial School parents expressed interest in those two topics in

Table 5

Parent Response to School Guidance Services

Service	N[a]	Very Important (%)			Important (%)			Not Important (%)		
		Russell	Memorial	Combined	Russell	Memorial	Combined	Russell	Memorial	Combined
1. Counseling groups re: feelings		45	54	48	51	40	48	4	3	4
2. Class to understand adolescence		33	40	34	60	51	58	7	9	8
3. Interpersonal communication classes		34	34	34	59	63	60	7	3	6
4. Classes re: getting along w/others		39	56	43	57	41	53	4	3	4
5. Career awareness activities		17	32	20	59	46	56	24	22	24
6. Parent consultation		26	39	29	64	56	62	10	5	9
7. Public relations re: guidance services		29	33	30	65	61	64	6	6	6
8. Assistance w/testing and interpretation		22	22	22	64	67	65	14	11	13
9. Assistance w/career education		19	14	18	54	70	58	27	16	24
10. Expertise w/students w/special needs		55	60	56	43	40	42	2	0	2
11. Staff consultation		25	13	22	58	84	64	17	3	14
12. Parent education classes		25	35	27	55	51	55	20	14	18
13. Staff assistance w/resources		22	26	23	66	71	67	12	3	10
14. Parent assistance w/resources		33	38	34	56	57	57	11	5	9
15. Improved guidance referral systems		27	24	27	61	63	61	12	13	12
16. Outside referrals		13	19	15	65	73	67	22	8	18
17. Kindergarten screening		28	34	29	57	61	58	15	5	13
18. Child assessment services		24	35	27	63	57	61	13	8	12
19. Individual counseling		44	54	46	51	43	50	5	3	4
20. Group counseling		30	26	29	54	61	56	16	13	15
21. Staff support groups		21	23	21	63	71	65	16	6	14

Note: Responses are reported in percentages rounded off to the nearest ten.

[a]N Russell School Parents, N = 130 Memorial School Parents, N = 38 Combined Parents, N = 168

Table 6

Parent Response to Educational Programs

Service	Russell Parents (N = 35)	Memorial Parents (N = 21)
Stages of development	57%	68%
Parent survival skills	48%	76%
Kids and stress	75%	89%
Sibling rivalry	32%	63%
Raising children w/educational handicaps	42%	42%
Parent education series	27%	34%
Information re: guidance services	31%	42%
Information on community resources	25%	29%

addition to parent survival skills and sibling rivalry. Parents from both groups expressed the greatest interest in kids and stress and the least interest in Information on community resources.

Discussion

The data collected through this needs assessment process indicate that both staff and parents strongly recognize the importance of guidance services in the district's two elementary schools. Their recognition of the importance of preventative services (self-esteem work, classes for getting along with others and developing interpersonal skills) as well as their recognition of the importance of responsive services (individual counseling, problem-centered group counseling, expertise working with students with special needs, and crisis management) suggests staff and parent support for a balanced developmental guidance program. It also reflects staff and parent awareness of the many issues facing children today and recognition that services need to be available to meet these various needs.

All the school guidance services listed in Part I-A of the questionnaire received at least 60% overall staff and parent support. Staff and parents were in agreement regarding the importance of many guidance services - individual counseling, expertise working with students with special needs, classes for getting along with others and developing interpersonal skills, counseling groups focusing on feelings and parent consultation.

Staff and parent priorities were also very similar.

However, in comparing staff and parent responses, some minor differences were evident. Parents assigned slightly more importance than staff to a class for understanding adolescence, kindergarten screening, career awareness and assistance with career education. Staff expressed slightly more support than parents for staff consultation, parent education classes, child assessment services and group counseling. These minor differences may be due to a variety of reasons. Staff and parents may have a definite difference of opinion regarding the importance of certain services. The staff may also have a greater awareness of the existing guidance program and this knowledge may very well effect their perception of the importance of certain guidance services.

As stated earlier, staff and parents agreed regarding the importance of counseling groups focusing on feelings and both placed a high priority on the need for problem-centered groups. However, when asked to rate the importance of group counseling, parents gave that service 15% less overall support than staff. Having indicated their support for group activities, this result is surprising. Several possibilities for this difference might include (a) parents were more comfortable with specific topic groups than open-ended groups; (b) parents were unsure of the difference between "counseling groups," "problem-centered groups," and "group counseling." Additional clarification of terms and professional jargon in the questionnaire might have been helpful.

Although the overall data from this needs assessment support a balanced elementary guidance program, further analysis indicates that many respondents viewed expertise working with students with special needs and individual counseling as priority services. Staff and parents indicated strong support for preventative services but appeared to view the provision of direct counseling services for children as crucial to an elementary guidance program. Staff and parents may view the school counselor as a professional with unique skills and training, and look to the school counselor to provide "expert" intervention. Because both communities exist in an almost total social service vacuum, staff and parents may perceive the school counselor as having expertise otherwise not readily available. This strong support for direct responsive services also may be a result of staff and parent awareness of the number of at-risk children in their communities.

As school guidance programs are being encouraged to become more proactive and preventative in nature, the issue of direct counseling services becomes more critical and raises questions for school counselors, school systems and communities alike. Can an elementary guidance program be both responsive and preventative? Assuming that one school counselor cannot provide all the needed services, are the school system and community willing to become more involved and more committed? If school counselors are trained to be more system-wide change agents rather than mental health counselors, will they have the necessary skills to provide

effective counseling services? If not, who will address the needs of at-risk students? These questions are very important as school counselors attempt to provide a balanced elementary guidance program that is both developmental and comprehensive in nature.

The data from this needs assessment also shows that career awareness activities and assistance with career education were consistently perceived as less important than many other services and as a fairly low guidance priority by the staff and parents who completed the questionnaire. Four possible explanations might be (a) respondents view career awareness and career education as activities for older children, not elementary students; (b) respondents see career awareness as deciding on a career/job rather than as a process of broadening students' perspectives; (c) the present elementary guidance program does not address the issue of careers, thus staff and parents may be unsure of its need in an elementary guidance program; (d) staff and parents are aware of the limits imposed as a result of the counselor-to-student ratio in this district and view other services as more crucial.

The fourth possible explanation may be especially true for Memorial School, whose staff was less supportive than Russell School staff of career awareness activities. Memorial School is serviced by the elementary school counselor two days a week and the staff has been very vocal regarding the need for additional guidance services, especially to address the needs of at-risk students. This also may explain why 15% more Memorial School

staff than Russell School staff (which is serviced three days a week) believed that an improved guidance referral system was very important. Nevertheless, the issue of career awareness and education as an elementary guidance responsibility (ASCA, 1984), needs to be explored further.

Implications

Needs assessment provides the school counselor with a vast array of valuable information. It is an effective tool in program planning and implementation, and is often the first step in ensuring that a program's priorities are related to the needs of the people it purports to service.

Information from this needs assessment has been utilized by the district's Guidance Advisory Committee as it develops the district's K-12 Comprehensive Guidance Plan. Strong staff and parent support for a balanced developmental program has given committee members increased confidence in identifying goals and defining measurable objectives that are reflective of a comprehensive, developmental guidance model. Because of strong support given to all the listed guidance services, the committee has also begun to realize that such a comprehensive program cannot be implemented solely by the elementary counselor. Rather, such a program effort requires the help of all school personnel.

As a result of the data gathered through this needs assessment process, the counselor has been able to identify and begin to address the discrepancy between services provided and

services needed. Several program changes have already been implemented. The number of problem-centered groups has increased, the staff has been provided with numerous resources on teaming and personality types, and parents have been invited to several programs on parenting skills and stress.

Information from the needs assessment has also been used in applying for two state grants. One grant focuses on prevention by providing monies for parenting classes to be held locally. The second grant focuses on at-risk students and provides funds to hire a part-time Home School Coordinator to work with at-risk students and their families.

In addition to the above benefits, involvement in the needs assessment process has increased program visibility. Increased opportunities for communication and dialogue regarding needs assessment results have helped to develop a better understanding and an improved image of the district's elementary guidance program.

Needs assessments do have their limitations. They can be time consuming, taking time that could be given to other services and responsibilities. The data gathered does have its limitations, and counselors need to be cautioned when interpreting data and discussing conclusions (e.g., small parent sample from Memorial School). Counselors also must remember that the gathered information is one piece of the big picture. The data will be best used in conjunction with other pertinent information, such as

counselor expertise, evaluation, and time and fiscal constraints, (Myrick, 1987).

However, school counselors do attempt to address a wide diversity of student, parent, teacher, and administrator needs and interests (Russo & Kassera, 1989). Baruth and Robinson (1987) state, "Without a map, without a plan, it is difficult to get there from here" (p. 353). As school counselors are being challenged to manage and provide a balanced and comprehensive developmental guidance program, a needs assessment can be a critical first step in addressing the legitimate needs of the school community (American School Counselor Association, 1984).

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APPENDIX
Guidance Needs Assessment
Gray-New Gloucester K-6
June, 1989

Part I: Services

A. Put an X in the column which best describes how important it is to you that the school counselor help with each of the following items.

	Very Important	Important	Not Important
___counseling groups that help students understand their feelings.			
___a class to help students understand adolescence.			
___class experiences that help students develop interpersonal communication skills.			
___class experiences that emphasize the importance of getting along with each other.			
___experiences that help students become aware of the world of work (elementary level).			
___individual parent consultation.			
___an orientation for teachers to make them aware of the guidance services that are available.			
___teachers with adequate interpretations of standardized tests, interest inventories and/or special test information.			
___teachers with assistance in developing career education units for inclusion in the school curriculum.			
___expertise in working with students who have special academic or social-emotional needs.			

	Very Important	Important	Not Important
___consultation services concerning classroom matters.			
___classes for parents related to problems of developmental growth, school-related issues, or parenting skills.			
___assistance to staff members in locating valuable resources and information which benefit students in the school.			
___assistance to parents in locating valuable resources and information which benefit their children.			
___a better referral system for guidance services in this school.			
___out-of-school referral information and procedures.			
___kindergarten screening.			
___child assessment services.			
___individual counseling.			
___group counseling.			
___staff support groups.			
___(other services) _____			
_____			
_____			

B. Please prioritize the following on a scale of 1 to 11, with 1 being the most important and 11 being the very least important.

_____ Individual Counseling

_____ Self-Esteem Work

_____ Problem-Centered Groups (e.g. socialization, divorce)

_____ Crisis Management

_____ Classroom Guidance Activities

_____ Parent Education and Consultation

_____ Staff Support Group

_____ Inservice Programming

_____ Staff Consultation

_____ Career Awareness

_____ Public Awareness of Guidance Activities

Part II: Inservice Training

Put an X in front of any workshop topic which you would consider helpful.

_____ Teacher personality type and teaming
_____ Learning styles
_____ Child abuse and neglect
_____ Classroom meetings
_____ Behavior modification
_____ Communication skills
_____ Career education
_____ Testing interpretation
_____ Affective education
_____ (Other) _____

We welcome any additional comments. Please feel free to use the back of the page.

Please identify yourself:

Grades: K-2 _____ 3&4 _____ 5&6 _____

Specialist _____ Support Staff _____

B. Please prioritize the following on a scale of 1 to 11, with 1 being the most important and 11 being the very least important.

_____ Individual Counseling

_____ Self-Esteem Work

_____ Problem-Centered Groups (e.g. socialization, divorce)

_____ Crisis Management

_____ Classroom Guidance Activities

_____ Parent Education and Consultation

_____ Staff Support Group

_____ Inservice Programming

_____ Staff Consultation

_____ Career Awareness

_____ Public Awareness of Guidance Activities

Part II: Parents' Services

The following are services and discussion topics that might be offered through your school guidance program. Please check the ones you think are important.

_____ Information on the stages that kids go through.

_____ Parent survival skills!

_____ Helping kids handle stress and worries.

_____ Sibling rivalry.

_____ Raising children with educational handicaps.

_____ Parent education series.

_____ More information on available guidance and counseling services.

_____ Information on community counseling resources.

hich of these services would you use?

_____

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e welcome any additional comments. Please feel free to use the back f the page.

END

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